**Art skills and knowledge progressions**

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| **Big Ideas**  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5**  | **Year 6**  |
| **Appraise and Appreciate**  | **Use the language of art to evaluate and analyse creative works** | Look at a picture or piece of art and talk about likes and dislikes Use the following vocabulary to discuss art: colour, colourful, bright, pattern, shape, big, small | Use simple language to describe their own art and the art of othersUse the following vocabulary to discuss art: light, dark, shadows, bold, thick, thin, lines, brush strokes, primary colours, secondary colours | Describe their own art and compare this to famous artUse the following vocabulary to discuss art: landscape, portrait, rough, fine, smooth, uneven | Identify the techniques used by different artistsUse the following vocabulary to discuss art: texture, dotting, scratching, splatting, dramatic | Use knowledge of styles and techniques studied to talk about famous art and my own artUse the following vocabulary to discuss art: scale, proportion, delicate, subtle, vibrant, dull, viewpoint  | Use knowledge of styles and techniques studied to evaluate my own work and compare it with famous artUse the following vocabulary to discuss art: perspective, shade, mood, contrasting, complimentary, engaging  | Use knowledge of styles and techniques studied to evaluate, analyse and compare their own art and famous artUse the following vocabulary to discuss art: hue, tint, tones, carved, realistic, unrealistic |
| **Experimentation with style and medium**  | **Use works and styles of art as a stimulus for their own pieces** **Develop ideas and experiment with mediums** | With an adult, look at a picture or real-life object to recreateUse a range of different mark making tools  | With an adult talk about a stimulus and how they can recreate this in their own work (with modelling)Use a range of different art equipment as directedUse a sketch book to record ideas and experiments  | Observe a stimulus for own work and identify which features to try and recreateTry different mediums with adult support and use the most appropriate for workShow simple ideas and my imagination through drawing in a sketch book | With an adult, identify the features of artists’ work or another stimulus to try and recreate in own artExperiment with a range of mediums before choosing one to useCompile a collection of ideas in a sketch book and use soft lines for planning drawings  | Research the work of an artist or closely observe a stimulus to generate ideas to replicate in own artSelect the most effective medium from at least two choices after experimenting with bothKeep a record of ideas and experiments in a sketch book.  | Identify the main features and techniques from artists’ work or another stimulus to think about a brief for own artExperiment with and select the most effective medium for artwork Use a sketchbook to show how ideas have developed and improved. | Analyse features and techniques from artists’ work or another stimulus to think about a brief for own artConfidently select the most effective medium for artwork and explain choices.Use a sketchbook to show how ideas have developed and improved including labelled diagrams for 3D work. |
| **Art Forms**  | **Drawing** **Painting****Sculpture**  | Hold a pencil or other mark making tool using a correct pencil grip Begin to use a variety ofdrawing toolsUse drawings to tell a story Investigatedifferent linesStart to draw accurate pictures of peopleUse paint provided to create a picture Create lines, patterns and shapes using paintHold a paint brush  Handle, feel and enjoymanipulating materialsConstruct using a range of equipment Shape and model with playdough | Begin to keep within the lines of a drawing when adding colourExplore different textures e.g.push down to make bold and strong lines and apply less pressure to make soft lines when working with pencil and wax crayonDraw more accurate pictures of peopleBe able to use different types of paintName the primary and secondary colours and start to be able to mix some secondary colours Hold a brush correctly Create textured paint by adding sand/plasterConstruct using a range of equipment CarvePinch and roll coils and slabs using a modellingmedia | Confidently keep within the lines of a drawing when adding colour Use pencils to create lines of different thickness in drawingsBegin to use pastels, learning how to blend and smudgeDiscuss use of shadows, use of light and darkSketch to make quick recordsBe able to use different types of paint more accuratelyMix paint to create all the secondary colours including brownHold a brush correctly to dab, smooth, wash, stipple and strokeUse different size brushes for different purposesCut, roll and coil a range of materialsShape and form fromdirect observation(malleable and rigidmaterials)Use some decorative techniques | Use pencils to create hard and soft linesBlock colour when working with coloured pencils by applying pencil strokes in the same directionVary the thickness of lines when working with pastel and charcoalExperiment with the potential of various pencilsDraw from close observationDraw accurate drawings of people – particularly faces Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects to improve skillsUse a range of different bushes for different effectUse a range of different brush strokes for effect Shape, form, model andconstruct ( malleableand rigid materials)Adjust sculptures with consideration of aesthetics | Use pencil to show texture in my art (eg. Hatch, cross-hatch, shading, dot, dash, circle, spiral etc)Control depth of colour by applying different pressures on the pencil tip when working with coloured pencilsUse the side of the pencil to build up layers of colour when working with pastel and charcoalBegin to look at perspective, scale and proportion in my drawings.Identify and draw the effect of lightCreate accurate drawings of whole people including proportion and placementCreate different effects and textures with paint according to what they need for the taskMix colours to make any required secondary colour (Including lightening and darkening) Work on a range of scales e.g. Thin brushes on small picture etc…Accurately cut a shape using guidelines.Show patterns / textures | Identify and draw objects using marks and lines to produce texture.Layer colours to create depth of colour and tone.Use line, tone, shape and colour to represent figures and forms in movement.Use perspective, scale and proportion in drawings to show depth and distance.Produce increasingly accurate drawings of peopleUse a variety of different paints, effects and textures to produce workMix paints and use tints and shades Identify primary, secondary, complimentary and contrasting coloursUse a range of painting tools Accurately cut an intricate shape using guidelines and a straight line by eye.Shape, form, model andJoin accurately  | Create mood, feeling and express emotion in my art Draw the effect of light on objectsand people fromdifferent directionsInterpret and create the texture of aSurfaceUse perspective, scale and proportion in drawings to show depth and distance.Select the most appropriate paint and technique for the desired effectMix paints to create a range of shades, hues, tones and atmospheresSelect appropriate primary and secondary complimentary and contrasting coloursAccurately use and select from a range of painting toolsPlan and develop ideasNeatly and accurately, shape, form, model andJoinShow emotion through body language |

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| **Creating art**  | **Know about the work of a range of artists, craft makers and designers, describing different practices and discipline, and making links to their own work****Know how art/design reflect our history and contribute to the culture, creativity and wealth of our nation.** | Van Gogh ‘Sunflowers’ Chdn recreate using paper coils for sunflower centres. | **Main Project****Toys and Pass times -**Koinobari Kites. Will also be used to look at wind for weather topic.**Countryside/coast/****Cities** – Chdn are given 4 of the same image for one of the locations and colour to represent different times of the year.**Seasons/weather** Chdn draw pictures of themselves holding an umbrella (links to drawing people). Colour using wax crayon but colour background using watercolour. Allow rain to wet the paper to blend the watercolours. **Transport innovations**Artist study – Vincent Van Gogh and his transport paintings | **Great Fire of London**Chdn paint the background showing the fire and then use black card to cut out the shapes of the buildings.**Moonlanding** – Chdn paint pictures of the moon using paint that has been mixed with sand/plaster to create texture**Africa** Artist study – Esther MahlanguChdn recreate art on card/paper in her style. Discuss meanings in patterns **Main Project**Chdn create African masks using knowledge of pattern to decorate.  | **Stone Age / Iron Age**Chdn paint background using their chosen medium and then cut out silhouette of Stone Henge – Create cave paintings**Main Project****Keith Haring**Linked with North/South America topic, chdn will complete an artist study and create their own piece of art inspired by Keith Haring**Ancient Egypt**Photograph is taken of chd’s face in profile and the chdn draw on their own head dress and accessories in Egyptian style.Chdn make their own scarab beetles using modelling clay | **Main Project****Aboriginal Art**Chdn will look at the stories and symbolism behind aboriginal art. They will look at their minimal choice of colour and the technique of using dots. They will create their own aboriginal piece of art on cardboard and the create an aboriginal sculpture (Bagu with Jiman)Artist study -**Roman Empire**Chdn make their own Roman horse papermache relief panels and Phalerae**Anglo Saxons**Artwork study – The Bayeux Tapestry. Chdn recreate their own section of the Bayeux tapestry. These sections are then put together to create a single piece of art.**Scots and Vikings**Chdn make their own Viking long boat using knowledge of coiling to create shields along the sides.  | **Waters of the World**Hokusai wave. Chdn try out different art medium to create their own wave.**Main Project****Industrial Revolution**Artist study – L S LowryChdn chose a scene of modern day Manchester and create a diorama the style of Lowry**Brazil**Chdn create their own carnival masks using a variety of materials and joining techniques**Ancient Greece**Chdn make their own Greek pots out of clay.  | **Main Project**Artist study – Henry MooreChdn look at works created by Moore. Chdn first sketch in pencil in his style, then recreate using white card/charcoal, black card/chalk. They then create their own sculptures using modelling clay.**Hidden World**Linked to Land of Neverbelieve. Chdn look at illustrations in book paying particular attention to the textures. Chdn complete Half drawings where half of a picture is given and they draw the other half. Chdn then create their own plant/creature from the book in the style of Norman Messenger’s illustrations. .  |